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| **Unit Title** | | |  | **Subject** | |
|  | | Examining Government Control and Cultural Resistance Through Prohibition |  |  | Social Studies |
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| **Lesson Title** | | |  | **Age/Grade Level** | |
|  | | Document Analysis/ America's Reaction to Prohibition Through Images *(adapted from larger Reaction and Resistance to Prohibition Lesson)* |  |  | 10th Grade |
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| **Purpose/Rationale for lesson:** | | |  | **Estimated Lesson Time** | |
|  | | To investigate the American people’s reaction to prohibition and examine the importance of context in research. |  |  | 30 minutes |
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| **Curriculum Framing Questions:** | | | | | |
| *Essential Question:* | | | | | |
|  | | •What level of control should the government have over its citizens? | | | |
| *Unit Question:* | | | | | |
|  | | • How did government control facilitate resistance? | | | |
| *Lesson or Content Question(s):* | | | | | |
|  | | • What methods did society employ to resist and undermine Prohibition? | | | |
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| **Goal:** | | | | | |
|  | | • Students will understand that reaction to Prohibition was varied. | | | |
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| **Learning Objective(s):** | | | | | |
|  | | • Students will gather and critically reflect on why certain images represent the American people’s response to prohibition.  • Students will be able to identify the importance of context in research. | | | |
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| **Curriculum Standard(s):** | | | | | |
|  | | • **SS.HS.HS.06.01** Identify and understand the effects of 19th century reform movements on American life in the early 20th century.  • **SS.HS.SA.03** Understand what it means to be a critical consumer of information. | | | |
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| **Background Knowledge or Skills Students Need Prior to Lesson:** | | | | | | |
|  | | • Knowledge of the Temperance movement, and the 18th amendment  • Know what is meant by the terms: prohibition, ethanol, alcohol, spirits/liquor.  • Computer and researching skills (familiarity with typing, Google, copying/pasting images, Microsoft PowerPoint) | | | | |

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| **Materials** | |  |
|  | • Document 1: Two charts from the Ohio State University Temperance and Prohibition page |  |
|  | 1. *Production of Malt Beverages in the U.S.*   <http://prohibition.osu.edu/brewing/images/BeerProduction1.gif> |  |
|  | 1. *U.S. Apparent Consumption of the Drinking Age Population in Gallons per Year, 1850-1983*   <http://prohibition.osu.edu/brewing/consumption.cfm> |  |
|  | • Document 2: Brief overview of “Bypassing the Law” from: McDonnell, J. (1995.) *America in the 20th Century,* New York: Marshall Cavendish Corporation, pages 395-397. |  |
|  | • Computers and Internet Access |  |
|  | • Paper and writing utensils |  |

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| **Procedures:** | | | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | | **Time** |
| **Introduction** | **N/A** | **N/A** | | **Less than 5 minutes** |
| **Teacher is:** | | **Student is:** | | |
| Addressing the “class”  Good Afternoon!  Today we will be teaching a lesson designed for a 10th grade social studies class which investigates America’s reaction to Prohibition and examines the importance of context when we research. We will be meeting two curriculum standards.  The first curriculum standard is a History standard. Meeting this benchmark means that students will be able to “identify and understand the effects of 19th century reform movements on American life in the early 20th century.” Meeting this benchmark provides an opportunity to give students both increased factual knowledge about our nation’s past, as well serving as a fundamental tool in helping them connect to, understand and predict the outcomes of modern events.  The second curriculum standard is a social science analysis benchmark. Meeting this benchmark means that students will be able to “Understand what it means to be a critical consumer of information”. This is a skill which is important not only in the social studies context but outside of the classroom as well. Students are constantly being bombarded with information and it is imperative that they be taught how to become critical thinkers so that they may form their own opinions and responses to what they read, hear or see. | |  | | |
| **Document Analysis/ America's Reaction to Prohibition Through Images** | *Resistance to Prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing, Understanding, Evaluating* | | **25 minutes** |
| **Teacher is:** | | **Student is:** | | |
| * Handing out the instructions, worksheet and documents to the class * Going over the following instructions with the students: * Please read and analyze either Document 1 or Document 2 while keeping the following question in mind: how did America react to Prohibition? * Gather into groups based on which document you read and search online for images which you feel represent America's reaction to prohibition   Make sure to number your images and record which search terms you used on the backside of this page (use at least 3)   * Each group should pick 1 image per person and copy and paste it to their group PowerPoint Slide (make sure you cite where you got your images from on the second PowerPoint slide!) * Take a few minutes to describe which image you chose and write why you feel that image represents America's reaction to prohibition. * Letting students know they will have approximately 20 minutes to complete these tasks. | | * Listening | | |
| * Walking around the room and monitoring the students progress, answering any questions, reminding them to go past the first page of Google images | | * Reading and analyzing either Document 1 or Document 2 * Working in groups to search for images/building a PowerPoint slide they feel represents America's reaction to Prohibition * Writing why they feel the image they chose represents America's reaction to Prohibition | | |
| * When everyone has completed the tasks, instructing group 1 to go and see the PowerPoint slide made by group 2 and vice versa | | * Looking at whichever PowerPoint they did not create | | |
| * Requesting that someone from each group to summarize for the class what document they analyzed * Guiding a discussion about: * Which images were chosen and why they were chosen * What might have been missing from either of the documents/what other information might they need to learn about in order to gain a better understanding of America’s reaction to Prohibition (write these suggestions down) * How the two documents might work together to create a more complete picture about American reaction to Prohibition * Whether the students would pick the same images again if asked to find an image which represents America’s reaction to Prohibition. Why or Why not? * How information can be manipulated by removing context / how students can avoid this when researching | | * Listening * Summarizing for the class what document they analyzed * Offering insights, asking questions | | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time:** | |
| **TIME PERMITTING:**  **Closure/ Exit Slip** | **N/A** | **N/A** | **Less than 5 minutes** | |
| **Activity:** | **Key Concepts Presented:** | **Higher Order Thinking Skills:** | **Time** | |
| **Teacher is:** | | **Student is:** | | |
| * Asking the students to consider the information they brainstormed about/suggested for other information that might they need to learn about in order to gain a better understanding of Americas reaction to Prohibition * Instructing them to write down on a piece of paper the TOP 5 things from the list of suggestions that they would like to learn | | * Writing down on a piece of paper the TOP 5 things from the list of suggestions that they would like to learn | | |

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| **Differentiation/Accommodation:** | | | |
|  | **Accommodation/modification to CONTENT** | **Accommodation/modification to PROCESS** | **Accommodation/modification to PRODUCT** |
| Student with ADHD | **N/A** | If student is having trouble focusing with one group allow them to spend time working with both groups | **N/A** |
| Students (2) who read/write three grade levels below class grade | Provide students with either a shortened or highlighted version of document 1 or 2 depending on their reading level | **N/A** | Allow for shorter reflections, but still grade for logic and understanding |
| Students (2) who receive ESL services | Provide students with either a shortened or highlighted version of document 1 or 2 depending on their proficiency level | **N/A** | For the student with greater proficiency: allow for shorter reflections, but still grade for logic and understanding/ For the student with less proficiency allow understanding to be orally communicated |
| Student who is in a wheelchair | **N/A** | Ensure that the work area has enough aisle room so that the student may participate in all activties | **N/A** |

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| **Attention to Literacy:** |
| * Students will be reading and analyzing either graphs/tables or text. * Students will be writing reflections on images. |

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| **Assessment and Evaluation of Student Learning:** |
| * Students’ participation throughout the period will be monitored: * Did they contribute to group research? * Did they offer insight or opinions during the discussion * Students ‘reflections about the images they chose will be graded for understanding and logic. |